

Standards of Program Quality and Effectiveness,  
Factors to Consider  
and  
Preconditions in the Evaluation of  
Programs of Personalized Preparation for  
Designated Subjects Vocational Education Teaching  
Credentials



Commission on Teacher Credentialing

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# COMMISSION ON TEACHER CREDENTIALING

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## **Category I**

### **Program Resources and Coordination**

#### **Standard 1**

##### **Program Design, Rationale and Coordination**

**The program of personalized preparation for the Designated Subjects Vocational Education Teaching Credential has an appropriate design which is based on a logical rationale and which is coordinated in accordance with its design.**

##### **Rationale**

To be well prepared as teachers, candidates need to experience programs that are designed on the basis of a sound rationale, and that are coordinated effectively in keeping with their intended designs. Experience has shown that Designated Subjects Vocational Education Teaching Credential candidates will postpone, to their and their students' detriment, meeting the personalized preparation requirements. The urgency to learn how to teach has made it necessary, therefore, to provide in regulation the impetus to obtain the minimum basic teaching skills within the first two years of the credential.

##### **Factors to Consider**

**When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:**

- the program has a two-level structure that forms a logical sequence among the instructional components of vocational teacher education as described in regulation. Level I requirements shall consist of a minimum of 6 semester units or 90 clock hours of instruction in the areas of learning and instruction, curriculum, classroom management, and student evaluation. Level II requirements shall consist of a minimum of 6 semester units or 90 clock hours of instruction in the areas of foundations of education, learning and instruction, curriculum, classroom management, evaluation, and special needs.
- the program addresses all of the Standards of Competence and Performance in Category III, and includes evaluation criteria that are directly related to knowledge and skills which candidates are expected to attain in the program.
- the program utilizes and models effective techniques for the teaching of knowledge, concepts, skills and values.

## Standard 1

### *Program Design, Rationale and Coordination (cont.)*

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- the program includes knowledge and demonstration of teaching strategies that promote equal learning opportunities in the classroom, including effective approaches to teaching students who are culturally, ethnically, physically, emotionally, and socio-economically diverse.
- the administrative components of the program, such as admission, advisement, candidate assessment, and program evaluation are coordinated as planned.
- there is effective coordination between the staff and instructional personnel of the LEA; between the LEA's unit and other units within the organization, and between the LEA and Employing School Districts (ESDs) where credential candidates teach, pursue field experiences, or student teach.
- the overall design of the program is consistent with a rationale that has a sound theoretical and scholarly basis, and is relevant to the contemporary conditions of education such as recent demographic changes.
- the program's policies and practices reflect a commitment to achieve a balanced representation of the population by gender, race, ethnicity and handicapping conditions.
- the program meets other factors related to this standard of quality that are brought to the attention of the team.

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## Category I

### *Program Resources and Coordination (cont.)*

**Standard 2**

**Attention to the Program**

**Ongoing attention is given to the effective operation of the Designated Subjects Vocational Educational Teaching Credential program, and administrative needs are resolved promptly.**

**Rationale**

The quality and effectiveness of a program depend in part on the attentiveness of the Local Education Agency (LEA) authorities to the program's governance, effectiveness and needs, which can suffer from institutional neglect.

**Factors to Consider**

**When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:**

- administrators of the LEA and the program support the goals and purposes of the program, the program coordinator is included in appropriate decision-making bodies, and the actual administrative needs of the program are resolved promptly.
- the LEA has effective procedures to quickly resolve grievances and appeals by providers of instruction, students and staff.
- the program meets other factors related to this standard of quality that are brought to the attention of the team.

### **Standard 3**

#### **Resources Allocated to the Program**

**Sufficient resources are allocated to enable the program to fulfill the Standards in Categories I through V.**

#### **Rationale**

A program's resources affect its quality and effectiveness. If resources are insufficient, it is neither realistic nor reasonable to expect program staff or students to achieve high standards of quality or competence.

#### **Factors to Consider**

**When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:**

- adequate personnel resources are equitably provided to staff the program, including appropriate numbers of positions to allow providers of instruction and staff to maintain an effective program.
- the program's instructional providers, staff, and candidates have access to appropriate buildings, classrooms, offices, study areas, furniture, equipment, library services, and instructional materials.
- the program is provided with an operating budget which is sufficient to provide an adequate operating staff, facilities, and materials.
- the program meets other factors related to this standard of quality brought to the attention of the team.

## **Standard 4**

### **Qualifications of Providers of Instruction**

**Qualified persons teach all courses and, where appropriate, supervise all field experiences in the Designated Subjects Vocational Education Teaching Credential program of personalized preparation.**

#### **Rationale**

The qualifications of instructional personnel or field supervisors may assume many forms and be derived from diverse sources. For candidates to have legitimate learning opportunities, course and field experiences must be taught and supervised by qualified persons.

#### **Factors to Consider**

**When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:**

- personnel who teach courses or supervise field experiences in the program have appropriate backgrounds of study and experience that are directly related to their assignment(s) in the program.
- personnel who teach courses or supervise field experiences in the program have current knowledge of schools and classrooms that reflect the cultural diversity of society.
- the program has effective affirmative action procedures with established recruitment policies and goals to ensure the equitable hiring of instructional personnel.
- the program meets other factors related to this standard of quality brought to the attention of the team.

## **Standard 5**

### **Evaluation and Development of Instructional Personnel**

**The quality of instruction in courses and field experiences in the program are regularly evaluated, and the evaluation process contributes to the development of the instructional providers. Outstanding teaching in the program is recognized and rewarded.**

#### **Rationale**

For a program to achieve and maintain high levels of quality and effectiveness, the quality of instruction in courses and field experiences must be assessed periodically, providers of instruction and supervisors must develop professionally, excellent teaching must be recognized and rewarded, and effective supervisors and instructional providers must be identified and retained in the program.

#### **Factors to Consider**

**When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:**

- all courses and field experiences are evaluated at regular intervals.
- instructional personnel use evaluations to improve instruction in the program, and have access to adequate resources for their professional development, including resources to support research, curriculum study and program development.
- an equitable procedure is followed in evaluating and providing assistance to instructional personnel.
- the program meets other factors related to this standard of quality brought to the attention of the team.

## **Standard 6**

### **Program Development and Evaluation**

**There is a comprehensive, ongoing system of program development and evaluation which involves program participants and local practitioners, and which leads to substantive improvements in the program. Opportunities are provided for meaningful involvement by diverse community members in program development and evaluation decisions.**

#### **Rationale**

To achieve high quality and full effectiveness, a program must be evaluated comprehensively and continually by its sponsor and clients. Developmental efforts and substantive improvements must be based on these systematic evaluations.

#### **Factors to Consider**

**When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:**

- the program is systematically evaluated on the basis of criteria that are related to the design, rationale, goals and objectives of the program, and to the competence and performance criteria that are used to assess candidates in the program.
- information about the program's strengths, weaknesses and needed improvements is collected from all participants in the program, including course instructors, field supervisors, supervisors from employing schools, other cooperating teachers, the employers of recent program completers, and each candidate during enrollment and following completion of the program.
- improvements in all components of the program are based on the results of program evaluation, the implications of new knowledge about teaching and learning, and the identified needs of schools, districts, and business and industry in the local service region.
- opportunities are provided for involvement in the program by persons who reflect the diversity of the community.
- the program meets other factors related to this standard of quality brought to the attention of the team.

**Category II**

**Candidate Services**

**Standard 7**

**Delineation of Program Requirements**

**Candidates are informed of the requirements, standards and procedures that affect their progress toward the clear teaching credential; and of the individuals, committees and offices that are responsible for each program component.**

**Rationale**

To make adequate progress toward professional competence and certification, candidates must receive information about the applicable policies and requirements.

**Factors to Consider**

**When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:**

- candidates are informed in writing prior to enrollment in the program about the program's prerequisites and goals; program course work and fieldwork requirements; the requirements for teacher certification; and specific standards and deadlines for making satisfactory progress in the program.
- candidates are informed in writing of advisement services, assessment criteria and candidate appeal procedures; individuals who are responsible for program coordination and assessment and advisement of candidates; and individuals who are responsible for administering student aid programs if such programs are available.
- candidates are informed of the level of expected mastery of pedagogical knowledge and skills in the program.
- the program meets other factors related to this standard of quality brought to the attention of the team.

## **Standard 8**

### **Candidate Advisement, Assistance, and Retention**

**Qualified staff are assigned and available to advise candidates about their academic and professional development as the need arises. Candidates have adequate opportunities to acquire knowledge and skills to improve their academic and occupational deficiencies.**

#### **Rationale**

Local Education Agencies responsible for the preparation of vocational education teachers have an obligation to provide for the academic and professional development of teacher candidates. Further, the institutions have an obligation to assist promising candidates who experience difficulties during their professional preparation.

#### **Factors to Consider**

**When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:**

- academic and professional development assessment and advisement are provided by qualified individuals who are sensitive, competent and accessible.
- candidates are advised of their strengths and weaknesses and are provided opportunities for corrective action. Individual learning plans are developed to help strengthen candidates' proficiencies.
- the program meets other factors related to this standard of quality brought to the attention of the team.

### **Implementation Plan for the Standards in Categories III and IV**

The Standards in Categories III and IV define the levels of pedagogical competence and performance that the Commission expects candidates to attain in each of the two levels of the program of personalized preparation for the Designated Subjects Vocational Education Teaching Credential. The focus in the Category III standards is on the candidates' possession of skills, but it is the program which must provide the opportunities to develop or verify those skills.

As candidates complete the Level I requirements, Local Education Agencies have the responsibility to verify successful completion to the Employing School Districts. In the event that the Employing School District is not known to the Local Education Agency (LEA), such verification will be provided directly to the candidate. In either event, the LEA must maintain a permanent record of the candidate's completion of program requirements.

Prior to being recommended for a **clear credential**, each candidate in the program will have had adequate opportunities to acquire knowledge and skills that underlie the Standards of Competence and Performance at Level II in Categories III and those indicated in Category IV if supervised occupational student teaching is employed as a method of instruction. The Commission expects Local Education Agencies to verify each candidate's attainment of these standards prior to recommending the candidate for a clear teaching credential. The care with which LEAs fulfill this expectation is the subject of Standard 19.

The Commission expects program evaluation teams to determine whether candidates who have been recommended for certification have achieved Standards 9 through 18. The teams are expected to collect information about the attainment of each competency and performance standard by a sample of recent program completers and supervisors. To compile this information, teams will interview supervising teachers, Local Education Agency supervisors, recent program completers, and the employers and supervisors of recent completers.

To reach a consensus on whether a program satisfies Category III and IV Standards, the team must consider all of the available evidence regarding the extent to which the sample of recent completers has, in fact, realized that standard. The team will also consider the available information related to Standard 19, but should determine the program's quality in relation to Standards 9 through 18 independently of its judgment regarding Standard 19.

### **Category III**

#### **Two-Level Program of Personalized Preparation**

#### **Standard 9**

#### **Curriculum**

**Each candidate prepares unit plans and lesson plans that include goals, objectives, strategies, activities, safety considerations, materials, and student assessment instruments that are well defined and coordinated with each other.**

#### **Rationale**

Instruction that is carefully and skillfully prepared is likely to be more effective than that which is not. Prospective teachers must, therefore, acquire curriculum development and instructional planning skills which incorporate all aspects of the occupation being taught. Such aspects include, but are not limited to thinking abilities, positive attitudes about work, the role of the persons doing the work, and the quality of the work produced. Success in entry-level positions in most occupations demands the smooth and timely execution of manipulative tasks. Teachers must possess an appreciation of and ability to assist students in the development of those manipulative skills.

#### **Factors to Consider**

**When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which candidates:**

#### **LEVEL I**

- seek to motivate students' sense of purpose or importance regarding the instructional content of a class and its relationship to the every day working world.
- provide time and opportunity for and assistance in the development of manipulative skills necessary for occupational success.
- provide for development of manipulative skills to the highest level possible in a school environment.
- develop student performance objectives.

Standard 9  
*Curriculum (cont.)*

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- prepare several clearly-stated lesson plans in which the instructional objectives, teaching strategies, safety considerations, classroom materials, and assessment plans are coordinated and consistent with each other.
- plan a unit of instruction consisting of a series of lessons in which at least one concept, skill or topic is taught fully and sequenced effectively.
- plan and use instructional strategies, activities and materials that build on student's prior learning.
- determine the motivation of students and develop a variety of appropriate learning activities to enhance instruction.
- encourage positive interaction among students and provide an environment and activities that promotes self-esteem among students.
- the program meets other factors related to this standard of quality brought to the attention of the team.

LEVEL II

- organize, operate, and utilize a program advisory committee.
- effectively teach the students in their classes to evaluate and analyze a portion of the content learned in the class.
- generate evidence that the critical thinking skills and problem solving abilities of the students in their classes have improved as a result of their teaching.
- seek to determine and to motivate students' attitudes toward work and the importance of work to the betterment of society.
- plan and prepare a complete course of instruction for the course or subject that they teach. The course of instruction shall include goals, objectives, daily lesson plans, classroom materials, teaching strategies, and student assessment materials.
- integrate the instruction of related academic skills in their courses.
- provide for development of manipulative skills to the highest level possible in a school environment.
- the program meets other factors related to this standard of quality brought to the attention of the team.

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Category III  
*Two-Level Program of Personalized Preparation (cont.)*

## **Standard 10**

### **Learning and Instruction**

**Candidates are oriented to common traits and individual differences that characterize adolescents and adults during several periods of development and which have an effect on the way in which those students learn.**

#### **Rationale**

To be well prepared to assume regular teaching responsibilities, candidates must be acquainted with common traits and individual differences because they will be licensed to teach students at several stages of physical, emotional, and psychological development. Student motivation, involvement and appropriate conduct are essential prerequisites for learning, so teachers must be prepared to stimulate students' interest and involvement in varied activities, while maintaining appropriate student conduct.

#### **Factors to Consider**

**When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which candidates:**

#### LEVEL I

- demonstrate an elementary level of awareness of the different perspectives on personal development, and of the cognitive, physical, social and emotional characteristics of persons at different developmental stages.
- are aware of classroom practices and instructional materials that promote learning among students of different developmental stages.
- motivate and sustain student interest, involvement and appropriate conduct during a variety of class activities.
- the program meets other factors related to this standard of quality brought to the attention of the team.

#### LEVEL II

- examine theories of human learning and cognition, and study ways to identify student's preferred learning modes or styles.

Standard 10

*Learning and Instruction (cont.)*

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- promote learning among students of different developmental stages through the classroom practices and instructional materials used.
- motivate student interests by such methods as selecting stimulating classroom activities and appropriately using reinforcement and feedback.
- encourage their students to excel and promote involvement by students from different gender, ethnic and language groups, and with different handicapping conditions, in all classroom activities.
- the program meets other factors related to this standard of quality brought to the attention of the team.

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Category III

*Two-Level Program of Personalized Preparation (cont.)*

## **Standard 11**

### **Instructional Techniques**

**Candidates use a variety of instructional techniques, strategies, activities, and materials, that are appropriate for students with diverse needs and learning styles. Candidates employ a variety of instructional technologies, including general and specialized uses of computers. Candidates present ideas, concepts, and procedures using clear and meaningful language.**

#### **Rationale**

Most students in vocational designated subjects programs have many competing demands on their time. Instruction must be relevant to the occupation, interesting, and result-oriented to attract and retain students. A teacher's strategies, techniques and materials should be clear and precise in order to facilitate students' efforts to learn the subjects of instruction.

#### **Factors to Consider**

**When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which candidates:**

#### LEVEL I

- practice instructional strategies that are appropriate for students of varying abilities.
- demonstrate competency in small and large group instruction.
- demonstrate the ability to present a complete classroom lesson.
- demonstrate the ability to maintain student discipline.
- use correct oral and written language that students understand.
- prepare and use strategies, activities and materials that exploit several appropriate styles of learning.
- employ strategies, techniques, and materials that are free of bias and that foster learning among diverse students.
- the program meets other factors related to this standard of quality brought to the attention of the team.

LEVEL II

- demonstrate an understanding of language development (oral, reading and written), and adjust the complexity of their language to the linguistic abilities of the students in a class.
- practice instructional strategies that are appropriate for students of varying abilities.
- demonstrate the ability to stimulate student interest and promote learning through good questioning and discussion techniques.
- demonstrate the ability to operate and incorporate the use of technology in the instructional program.
- demonstrate general and specialized skills in the use of computers in an instructional setting.
- prepare and use additional strategies, activities and materials that exploit several appropriate styles of learning, such as oral, written, pictorial, figural and tactile styles.
- demonstrate competence in managing individualized instruction in an actual instructional setting.
- employ strategies, techniques, and materials that are free of bias and that foster learning among diverse students.
- have been judged by program instructional providers, supervising teachers, or employing school district administrators to have clear, concise and coherent oral, written and non-verbal communications.
- the program meets other factors related to this standard of quality brought to the attention of the team.

## **Standard 12**

### **Classroom and Laboratory Management**

**Candidates demonstrate proficiency in the operation and maintenance of a facility for vocational instruction.**

#### **Rationale**

Vocational education teachers are usually responsible for classrooms and laboratories which contain sophisticated and dangerous equipment, machines, and instruments. Vocational teachers often work with chemicals and other agents which can cause them and others harm. It is necessary, therefore, that all vocational teachers have a thorough grounding in the theory, practice, and legal implications of safe facility management and of the development of an effective learning environment.

#### **Factors to Consider**

**When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which candidates:**

#### LEVEL I

- develop and maintain student competency and attendance records.
- provide a safe instructional environment.
- provide instruction in attitudes toward safety and safe practices, and maintain appropriate records.
- maintain good housekeeping practices in the classroom and laboratory.
- develop and manage student work stations or work areas.
- the program meets other factors related to this standard of quality brought to the attention of the team.

#### LEVEL II

- provide an instructional environment that is conducive to learning.
- plan and manage a program budget, including the selection and ordering of supplies and materials.

Standard 12

*Classroom and Laboratory Management (cont.)*

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- develop and implement a plan for preventive maintenance of equipment or instruments and for their replacement.
- when appropriate, manage customer or client service.
- demonstrate knowledge of teacher and school liability and operate their facility in a manner consistent with safe and legal practices.
- manage and respond to student conduct effectively in a variety of classroom activities, including individual, small-group and whole-class activities.
- the program meets other factors related to this standard of quality brought to the attention of the team.

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Category III

*Two-Level Program of Personalized Preparation (cont.)*

## **Standard 13**

### **Evaluation**

**Candidates identify students' prior attainments, achieve significant instructional objectives, evaluate the achievements of the students in a class, and evaluate the overall effectiveness of their program.**

### **Rationale**

Teachers must identify the needs and abilities of students in order to guide their learning and plan instruction in a class. Teachers must also successfully lead the students in a class to attain instructional objectives, evaluate their progress toward achieving those objectives, and then compare those achievements with the needs of the occupation.

### **Factors to Consider**

**When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which candidates:**

#### LEVEL I

- establish student performance criteria.
- use appropriate ways to ascertain student's prior attainments related to the subject(s) that they teach or are preparing to teach.
- demonstrate, using teacher-made assessment instruments, that the students in a class have mastered one or more significant skills, ideas, values or topics as a result of their instruction.
- determine the effectiveness of their instruction as perceived by their students and peers.
- determine grades or other evidence of mastery.
- keep accurate student records of achievement.
- the program meets other factors related to this standard of quality brought to the attention of the team.

#### LEVEL II

- are able to set achievement criteria and communicate them clearly.

- develop and use student follow-up studies.
- develop and use employer follow-up studies.
- determine the extent to which the program meets current occupational needs.
- integrate all forms of evaluation into a plan for self-improvement.
- the program meets other factors related to this standard of quality brought to the attention of the team.

## **Standard 14**

### **Teaching Students with Special Needs**

**Candidates are provided the opportunity to prepare and use instructional strategies, activities and materials that are appropriate for students with diverse needs, interests and learning styles. Candidates engage in multicultural study and experiences, including the study of language acquisition and experience with successful approaches to the education of linguistically different students.**

#### **Rationale**

California's population is multicultural, multilingual, and contains many student who have need of special assistance to enable them to succeed in the regular classroom. Each teacher must be prepared to educate students who have special needs. A California teaching credential authorizes a person to teach in any public school throughout a state that is ethnically, culturally, linguistically and socio-economically diverse. A teacher who is not prepared to teach students from a variety of backgrounds and with a variety of handicapping conditions is not well prepared to teach in California.

#### **Factors to Consider**

**When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which candidates:**

#### **LEVEL II**

- demonstrate an awareness of handicapping conditions and the role of vocational programs in the education of persons with such conditions.
- develop instruction for disadvantaged and handicapped students in vocational programs.
- are aware of and employ the strategies and techniques of mainstreaming the handicapped and disadvantaged into the regular curriculum.
- have opportunities in the program to examine and evaluate their own attitudes toward people of different cultural and socio-economic groups.
- select and use instructional strategies, activities and materials that appeal to and challenge the diverse interests of the students in a class.

Standard 14

*Teaching Students with Special Needs (cont.)*

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- are aware of principles of language acquisition, language teaching strategies, and curriculum materials that are effective in the education of students whose primary language is other than English.
- employ strategies, techniques, and materials that are free of bias and that foster learning among diverse students.
- exhibit understanding, appreciation and sensitivity toward the cultural heritage, community values and individual aspirations of the diverse students in a class.
- encourage their students to excel and promote involvement by students from different gender, ethnic and language groups, and with different handicapping conditions, in all classroom activities.
- describe the legal basis for the provision of education for the disadvantaged and handicapped and relate it to their own program.
- encourage respect for human diversity through planned lessons and through personal interaction with students.
- the program meets other factors related to this standard of quality brought to the attention of the team.

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Category III

*Two-Level Program of Personalized Preparation (cont.)*

## **Standard 15**

### **Foundations**

**During the program, candidates study essential themes, concepts and skills related to the teaching profession, particularly as it relates to vocational education, including knowledge of the history and traditions of the field, its role in the curriculum of public education, and ethical issues embedded in it. Candidates develop a professional perspective by examining contemporary education policies and teaching practices in relation to fundamental issues, theories and research in education.**

### **Rationale**

To become fully professional, teachers must develop philosophical and methodological perspectives that are based on consideration of fundamental issues, theories and research.

### **Factors to Consider**

**When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which candidates:**

#### LEVEL II

- demonstrate understanding of the scope and sequence of the curriculum in the subject area that they teach, including legal and safety issues.
- are able to describe and relate to their own programs the historical, legal, social, political and economic perspectives on the role of education and schools in society, particularly that of vocational education.
- study the pedagogical approaches and materials for teaching the subject(s) to be authorized by the credential, such as state curriculum documents (if any) and the curricular recommendations of professional associations in education and industry.
- demonstrate an awareness of student recruitment, placement, and guidance services and the roles such services can play for their students.
- demonstrate knowledge of the work habits and interpersonal skills necessary for success in the workplace.
- demonstrate awareness of the local, state, and federal structure of vocational education and how such a structure impacts on their program.

Standard 15  
*Foundations (cont.)*

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- explore the works of major educational theorists, review research on effective teaching practices, and examine the use of those practices among students of differing gender, ethnicity, and handicapping conditions.
- identify and coordinate the use of related community organizations and agencies to improve or enhance instruction.
- demonstrate the ability to establish, supervise and conduct vocational student leadership organizations.
- the program meets other factors related to this standard of quality brought to the attention of the team.

## **Category IV**

### **Supervised Occupational Student Teaching**

**Supervised occupational student teaching is an optional mechanism whereby candidates may meet one or more of the competencies specified in Category III which lend themselves to demonstration in the classroom. The supervised occupational student teaching experience must include all Level I competencies, and may, with Commission approval, include Level II competencies. LEAs must offer this option to candidates if there is an appropriate course or program available where the supervised occupational student teaching may occur. If this option is selected as a method of preparation for Designated Subjects Vocational Education Credential candidates, the standards in this category are those that will be applied in program evaluation.**

## **Standard 16**

### **Collaboration with Local Educators**

**The LEA, when necessary, collaborates with local school administrators and teachers in the selection of excellent training schools and supervising teachers, and in the placement of occupational student teachers in appropriate field settings.**

### **Rationale**

The selection of training schools and teachers, and the placement of occupational student teachers in schools and classrooms strongly affect the quality and effectiveness of field experiences in a professional preparation program. Those selections and placements are most likely to be appropriate and valuable when they are made in the context of a cooperative relationship between the LEA sponsoring the occupational student teaching and local school administrators and teachers.

### **Factors to Consider**

**When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:**

- an effective and ongoing system of communication and collaboration exists between the sponsoring LEA and local public schools where candidates are placed for supervised occupational student teaching.

Standard 16

*Collaboration with Local Educators (cont.)*

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- the LEA, in consultation with local administrators and teachers, has clear, explicit criteria for the selection of schools, and seeks to place candidates in self-renewing schools in which the curriculum and the staff develop continually.
- the LEA periodically reviews the suitability and quality of all placement sites, reviews each candidate's supervised occupational student teaching placement and assures that candidates are assigned or reassigned to appropriate supervising teachers.
- there is a systematic process of documentation that verifies that each candidate has met all requirements for placement in supervised occupational student teaching responsibilities.
- candidates' readiness for placement in supervised occupational student teaching responsibilities is verified by the LEA supervisors and classroom teachers who have observed them.
- the program meets other factors related to this standard of quality brought to the attention of the team.

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Category IV

*Supervised Occupational Student Teaching (cont.)*

## **Standard 17**

### **Qualifications and Recognition of Supervising Teacher**

**Each classroom teacher who supervises one or more occupational student teachers is (a) certificated and experienced in teaching the subject(s) of the class; (b) trained in supervision and oriented to the supervisory role; and (c) appropriately evaluated, recognized and rewarded by the LEA.**

#### **Rationale**

Supervising teachers are significant sources of professional training for credential candidates, so they must be well qualified, oriented, trained and recognized.

#### **Factors to Consider**

**When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:**

- teachers who supervise occupational student teaching have had academic preparation and successful experience in teaching the subject(s) and student age groups, hold an appropriate teaching credential, and have remained current with changes in the occupation they teach, in education, and in the demographics of the student population.
- each supervising teacher demonstrates skills in observation and coaching techniques and in ways of fostering learning in adolescents and adults.
- the LEA recognizes and rewards teachers who supervise occupational student teachers for their services, through incentives such as tuition credits, conference attendance allowances, or instructional materials.
- the program meets other factors related to this standard of quality brought to the attention of the team.

## **Standard 18**

### **Guidance, Assistance and Feedback**

**Throughout the course of supervised occupational student teaching, each candidate's performance is guided, assisted and evaluated in relation to each Standard in Category III by at least one supervising teacher and at least one LEA supervisor, who provide complete, accurate and timely feedback to the candidate.**

#### **Rationale**

Candidates can reasonably be expected to attain competence only if their performances are guided, assisted and evaluated in relation to standards of competence, and only if they receive complete, accurate and timely information about their progress toward competence.

#### **Factors to Consider**

**When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:**

- guidance, assistance, and feedback encompass all of the Standards in Category III, and occur when each candidate's needs arise throughout supervised occupational student teaching.
- the support and assessment of each candidate is coordinated effectively between the candidates supervising teacher(s) and LEA supervisor(s).
- the information given to each occupational student teacher about their performance accurately and fully describes their strengths and weaknesses and provides constructive suggestions for improvement.
- the program meets other factors related to this standard of quality brought to the attention of the team.

**Category V**  
**Candidate Competence**

**Standard 19**  
**Determination of Candidate Competence**

**Upon program completion, one or more persons who are responsible for the program determine on the basis of thorough documentation and written verification that the candidate has satisfied each Standard in Category III. The LEA determines that each candidate has attained all standards as they relate to the teaching of the subject(s) to be authorized by the credential.**

**Rationale**

If the completion of a professional preparation program is to constitute a mark of professional competence, as the law suggests, responsible members of the program staff must carefully and systematically document and determine that the candidate has fulfilled the standards of professional competence.

**Factors to Consider**

**When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:**

**LEVEL I**

- there is a systematic summative assessment and verification by at least one LEA supervisor of each teacher's performance that encompasses the Level I competencies in Category III, and that is based on documented procedures or instruments that are clear, fair and effective.
- the LEA documents and verifies each candidate's attainment of Level I Standards in Category III as they relate to the teaching of the subject(s) to be authorized by the credential.
- the program meets other factors related to this standard of quality brought to the attention of the team.

LEVEL II

- there is a systematic summative assessment by at least one supervising teacher or administrator and one LEA supervisor of each teacher's performance that encompasses the Level II Standards in Category III, and that is based on documented procedures or instruments that are clear, fair and effective.
- the LEA documents each candidate's attainment of Level II Standards in Category III as they relate to the teaching of the subject(s) to be authorized by the credential.
- one or more persons who are responsible for the program decide to recommend candidates for clear credentials on the basis of all available information of each candidate's competence and performance.
- the program meets other factors related to this standard of quality brought to the attention of the team.

**Preconditions for the Approval of Personalized Preparation  
Programs for Designated Subjects  
Vocational Education Teaching Credentials**

“Preconditions” are requirements that must be met in order for the Commission to consider approving programs that are intended to meet credential requirements. Preconditions determine, in the case of the Designated Subjects Vocational Education Teaching Credential, the eligibility of a Local Education Agency (LEA); the actual approval of a program is based upon standards adopted by the Commission.

LEAs that intend to offer approved programs must provide a response to each precondition. Some preconditions may require a relatively brief response; others require a detailed and thorough response. For example, a response to Precondition 3a should include a complete description of how the program proposes to assure that candidates will acquire the competencies, skills and knowledge required by each standard and how the proposed program meets each Standard. The description should include a depiction of the course work requirements, including the name of the institution of higher education at which the course work will be completed, course title, course description, course number, and units of credit; or a general depiction of the field experience requirements (staff development, workshops, etc.), including a listing of the usual provider of field experience, a listing of the topics that are typically covered and the number of clock hours. The description should make clear the relationship between each course or field experience requirement to each standard. Each aspect of each standard must be addressed. It is not necessary to respond to each factor to consider, however, program developers may find it useful to use the factors as they craft their narrative response to a standard since the factors amplify and describe the quality expected in a program. The use of matrices, graphics, charts, tables, etc. is encouraged as a supplement to the narrative proposal.

- 1) To be granted preliminary approval or continued approval by the Commission as a program of personalized preparation, the program must be developed, submitted and implemented by an LEA. An LEA, as it applies to Designated Subjects Vocational Education Teaching Credentials means any of the following categories of agencies:
  - a. A California public school or consortium of school districts;
  - b. A California county superintendent of schools office;
  - c. A California regional occupational program or center;
  - d. A California State Agency;
  - e. A Commission-approved teacher preparation institution.[Source: California Administrative Code, Title 5, Education, Section 80034(c)].
- 2) a. A LEA desiring to develop a program of personalized preparation for the designated subjects teaching credential or for the designated subjects supervision and coordination credential shall file with the Commission on Teacher Credentialing an application for approval, signed by the Chief Administrative Officer of the agency or agencies constituting the LEA. This application shall include a complete description of how the program will meet each standard of program quality and effectiveness with a particular focus upon how the LEA proposes to assure that candidates will acquire the competencies, skills and knowledge required.

- b. The Commission will approve programs after the review of the application, when such application reflects that the program submitted by the LEA meets the requirements. Programs will be monitored by the Commission to determine if the requirements are being met.

[Source: California Administrative Code, Title 5, Education, Section 80040].

- 3) To be granted preliminary approval by the Commission as a program of personalized preparation, the program proposal must:
  - a. demonstrate that the program will fulfill all of the applicable standards of program quality and effectiveness that have been adopted by the Commission, and
  - b. include assurances that
    - 1 the LEA will cooperate in an evaluation of the program by an external team or a monitoring of the program by a Commission staff member within four years of the initial enrollment of candidates in the program, and
    - 2 that the LEA will respond to all requests of the Commission for data regarding program enrollments and completions within the time limits specified by the Commission.

(Source: Commission adopted policy).

- 4) To be granted continued approval by the Commission as a program of personalized preparation, the LEA must respond to all requests of the Commission for data regarding program enrollments and completions within the time limits specified by the Commission.

(Source: Commission adopted policy).